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THE SCHOOL *of* EDUCATION

ANNOUNCEMENTS
1922 - 1923

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CALENDAR, 1922-23

THE COLLEGE YEAR

The college year is divided into Fall, Winter and Spring Quarters of approximately eleven weeks each, and a Summer Session of six weeks. There is a Thanksgiving recess of five days, a Christmas recess of approximately two weeks, and an Easter recess beginning on Good Friday and ending on the following Wednesday.

Fall Quarter

September 20-23 .*Wednesday to Saturday.* Examinations for Removal of Conditions.
September 26-27 .*Tuesday and Wednesday.* Registration for Fall Quarter. Entrance Examinations.
September 28 ...*Thursday.* Fall Quarter begins.
October 12 .....*Thursday.* University Day.
November 29 .....*Wednesday.* Thanksgiving Recess begin (1:30 P. M.)
December 5 .....*Tuesday.* Thanksgiving Recess ends (8:30 A. M.)
December 15 ....*Friday.* Fall Quarter Examinations begin.
December 21 .....*Thursday.* Fall Quarter ends. Christmas Recess begins.

Winter Quarter

January 2-3 ....*Tuesday and Wednesday.* Registration for Winter Quarter.
January 4 .....*Thursday.* Winter Quarter begins.
March 12 .....*Monday.* Winter Quarter Examinations begin.
March 17 .....*Saturday.* Winter Quarter ends.

Spring Quarter

March 19 .....*Monday.* Spring Quarter begins.
March 29 .....*Thursday.* Easter Recess begins (1:30 P. M.)
April 5 .....*Thursday.* Easter Recess ends (8:30 A. M.)
May 12 .....Selection of Commencement Orators.
June 2 .....*Saturday.* Spring Quarter Examinations begin.
June 9 .....*Saturday.* Spring Quarter ends.
June 10 .....*Sunday.* Baccalaureate Sermon.
Sermon before the Y. M. C. A.
June 11 .....*Monday.* Senior Class Day.
Inter-Society Banquet and Reunions.
June 12 .....*Tuesday.* Alumni Day.
Meeting of Board of Trustees,
June 13.....*Wednesday.* Commencement Day.

THE SCHOOL OF EDUCATION

Officers

HARRY WOODBURN CHASE, Ph.D., *President of the University.*

NATHAN WILSON WALKER, A.B., Ed.M., *Acting Dean of the School of Education.*

LOUISE COFFEY, *Secretary.*

The Administrative Board

MARCUS CICERO STEPHENS NOBLE,* *Professor of Pedagogy and Dean of the School of Education.*

NATHAN WILSON WALKER, A.B., Ed.M., *Professor of Secondary Education and Acting Dean of the School of Education.*

EDGAR WALLACE KNIGHT, Ph.D., *Professor of Rural Education.*

MARION REX TRABUE, Ph.D., *Professor of Educational Administration.*

JOHN FREDRICK DASHIELL, Ph.D., *Professor of Psychology.*

ANDREW HENRY PATTERSON, A.M., *Professor of Physics and Dean of the School of Applied Science.*

JAMES FINCH ROYSTER, Ph.D., *Kenan Professor of English Philology and Dean of the College of Liberal Arts.*

ROBERT DIGGS WIMBERLY CONNOR, Ph.B., *Kenan Professor of History and Government.*

HOWARD WASHINGTON ODUM, Ph.D., *Kenan Professor of Sociology and Director of the School of Public Welfare.*

* Temporarily relieved of administrative duties.

FACULTY

MARCUS CICERO STEPHENS NOBLE, *Professor of Pedagogy and Dean of the School of Education.*

Student, Davidson College and University of North Carolina; Commandant, Bingham School, 1880-1883; Superintendent of Schools, Wilmington, N. C., 1883-1898; Professor of Pedagogy, University of North Carolina, 1898—; Dean of the School of Education, *ibid.*, 1913.—

NATHAN WILSON WALKER, A.B., Ed.M., *Professor of Secondary Education, Director of the Summer School, and Acting Dean of the School of Education.*

A.B., University of North Carolina, 1903; Superintendent of Schools, Ashboro, N. C., 1903-1905; State Inspector of Public High Schools, 1907-1920; Ed.M., Harvard University, 1921; Professor of Secondary Education, University of North Carolina, 1905—; Acting Dean, School of Education, 1921—.

EDGAR WALLACE KNIGHT, Ph.D., *Professor of Rural Education.*

A.B., Trinity College (N. C.), 1909; A.M., *ibid.*, 1911; Master in History, Trinity Park School, 1909-1911; Fellow in Education, Columbia University, 1912-1913; Ph.D., *ibid.*, 1913; Assistant Professor of Education, Trinity College (N. C.), 1913-1916; Professor of Education, *ibid.*, 1916-1917; Superintendent of Wake County Schools, 1917-1918; Professor of Rural Education, University of North Carolina, 1919—.

MARION REX TRABUE, Ph.D., *Professor of Educational Administration.*

Student DePauw University, 1907-8; A.B., Northwestern University, 1911; A.M., Columbia, 1914; Ph.D., *ibid.*, 1915; Principal, High School, Fairbury, Ill., 1911-1912; Hinsdale, Ill., 1912-1913; with Teachers College, Columbia University, as Research Scholar, and Instructor, 1913-1917; Psychological Examiner and Psychologist, U. S. Army, August, 1917 to December, 1918; Assistant Professor of Education, *ibid.*, 1917-1922; Director,

* Temporarily relieved of administrative duties.

Bureau of Educational Service, *ibid.*, 1919-1922; Professor of Educational Administration, University of North Carolina, 1922—.

Louis Round Wilson, Ph.D., *Kenan Professor of Library Administration.*

A.B., University of North Carolina, 1899; Librarian, *ibid.*, 1901—; A.M., *ibid.*, 1902; Ph.D., *ibid.*, 1905; Associate Professor of Library Administration, *ibid.*, 1908-1912; Student, Columbia University, 1910; Professor of Library Administration, University of North Carolina, 1912-1920; Director of the Bureau of Extension, *ibid.*, 1914-1921; Kenan Professor of Library Administration, *ibid.*, 1920—.

John Frederick Dashiell, Ph.D., *Professor of Psychology.*

B.S., Moores Hill College, 1908; B.L., *ibid.*, 1909; A.M., Columbia University, 1910; Assistant in Philosophy, *ibid.*, 1910-1913; Ph.D., *ibid.*, 1913; Professor of Education, Waynesburg College, 1913-1914; Instructor in Philosophy, Princeton University, 1914-1915; Instructor in Philosophy, University of Minnesota, 1915-1916; Instructor in Psychology, *ibid.*, 1916-1917; Assistant Professor of Psychology, Oberlin College, 1917-1919; Associate Professor of Psychology, University of North Carolina, 1919-1920; Professor of Psychology, *ibid.*, 1920—.

Floyd H. Allport, Ph.D., *Associate Professor of Psychology.*

A.B., Harvard, 1913; Ph.D., *ibid.*, 1919; Instructor in Psychology, Harvard, 1919-1922; Associate Professor of Psychology, University of North Carolina, 1922—.

Robert Alexander Davis, Jr., A.B., *Fellow in Education.*

A.B., University of North Carolina, 1922.

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ADMISSION TO THE UNIVERSITY

Candidates for admission to the University are received by certificate from accredited schools or by examination.

Entrance By Certificate. Students who present certificates of work accomplished at preparatory schools and colleges may be admitted without examination, provided the certificates are approved. The right to examine, however, is reserved, when such a course is deemed necessary. Certificates must be made out on the printed forms furnished on application to the Registrar, and should be sent in as early as possible in the summer vacation; the uniform entrance certificates of the Association of Colleges and Secondary Schools of the Southern States will also be accepted. Candidates must present themselves in person before the Committee on Entrance Certificates in the Alumni Building during the period of registration (*September 26, 27, 1922*).

Entrance By Examination. Entrance examinations are held in September. Arrangements have been made with certain schools in the State whereby examinations for admission may be held in May also, at the school. The University will accept the uniform entrance examination papers of the Association of Colleges and Secondary Schools of the Southern States, provided such papers are properly vouched for and sent sealed to the University for grading. The University will accept also the certificates of the College Entrance Examination Board. Candidates for admission by examination must report at 9 a. m., *Tuesday, September 26, 1922,* to the Registrar, who will appoint time and place for examination.

Admission to Advanced Standing

A candidate for advanced standing may be admitted to the Sophomore, Junior, or Senior Class, with or without complete examination. He is subject not only to the examinations required of candidates for admission into the Freshman Class, but to special examinations both in all the required studies already pursued by the class which he desires to enter and in as many elective studies as would have been required of him as a member of that

class. When satisfied with the apparent fitness of the candidate, the examining committee, may, in spite of his deficiencies in some studies, admit him to an advanced class; but a candidate so admitted is not recommended for the degree until the deficiencies are made good. The examining committee may accept, also, with proper restrictions, the official report of work satisfactorily completed at a college or university of good standing in place of an examination upon such previous work. All credits allowed by this committee stand in suspense until the candidate shall have spent one quarter in residence. If his work during this quarter is unsatisfactory, the credits may be canceled.

A candidate for advanced standing should present himself for examination on the same day and at the same hours as candidates for admission into the Freshman Class.

The Entrance Requirements

The entrance requirements for admission to the University without examination are fifteen (15) units secured by graduation from a four-year accredited school. *No student will be admitted without examination who presents fewer than fifteen (15) units.*

It must be clearly understood that *admission to the University does not, necessarily, mean admission to candidacy for a degree.*

In order for a student to be admitted as a candidate for a degree the student must meet the specific requirements laid down by the school or college in which that degree is conferred. (See The Catalogue, pages 61-65). In some cases this will make it necessary for the candidate to carry certain courses as prerequisites over and above the courses prescribed for the degree, or make up certain deficiencies. These deficiencies must be made good before the student may register for his Sophomer year.

The preparatory student should decide, therefore, as early as possible, for which degree he wishes to become a candidate and carry such courses in his preparatory school as will admit him to candidacy for that degree.

Subjects Accepted for Entrance

English	3 or 4	units
History	4	units
Mathematics	4	units
Greek	4	units
Latin	4.7	units
French	3	units
German	3	units
Spanish	2	units
Botany	1 or 0.5	unit
Chemistry	1 or 0.5	unit
Physics	1 or 0.5	unit
Physiology	0.5	unit
Zoology	1 or 0.5	unit
General Science	1 or 0.5	unit
Physiography	1 or 0.5	unit
Drawing	1	unit
Civics	0.5	unit
Vocational subjects:		
Commercial Geography	0.5	unit
General Agriculture	2	units
Bookkeeping	1	unit
Commercial Arithmetic	1	unit
Stenography and Typewriting	1	unit
Manual Training	2	units

Note, that as many as four (4) units in English, four (4) units in history, and two (2) units in agriculture may be accepted. This amount of credit will be allowed only when the Registrar is satisfied that the work done in these subjects at any given school is of a superior order.

Note Further: One (1) full unit in any of the sciences will be allowed only when satisfactory work is done in the laboratory as evidenced by the notebook, otherwise only one-half (.5) unit will be allowed.

ADMISSION TO THE SCHOOL OF EDUCATION

Prescribed Requirements

The requirements for admission to candidacy for the A.B. degree in the College of Liberal Arts and for the A.B. in Education in the School of Education are as follows:

English *a, b, c,*	3	or 4 units
History *a,*		1 unit
Mathematics *a, b, c,*		2.5 units
Select Two: Greek *a, b,*	2	units
Latin *a, b, c, d.*	3.7	units
German *a,*	2	units
French *a,*	2	units
Spanish *a,*	2	units
		4 or 5.7 units.
Electives	4.5	or 1.8 units
Total		15 units

NOTE, that two foreign languages to the amount of not less than four (4) units are required for admission to candidacy for the degree A.B., and for the A.B. in Education.

NOTE FURTHER: American History is a required subject for admission to candidacy for the degree A.B., and for the A.B in Education.

EXPENSES

Every effort is made to reduce to the lowest point the necessary expenses of an education at the University. The entire annual expenses need not exceed $400 and they frequently may be reduced to $300.

MATRICULATION FEES

School of Education:

Tuition fee each quarter	$20.00
*Matriculation fee each quarter	$12.00
Total each quarter	$32.00

*This fee includes the gymnasium fee, the library fee, the fee for attendance of the University physician and of the University nurse, and the fee for athletics.

Board

Excellent board is furnished at Swain Hall for $21.00 a month. A few students can earn their board by waiting on the tables.

Board without room can be obtained in the town from $22.50 to $35.00 a month.

Dormitory Accommodations

Accommodations for something over nine hundred students are available in the University dormitories. For a list of the dormitories see page 47 of the Catalogue.

All rooms in the dormitories are completely furnished. Students will, however, provide their own pillow; bed linen (single beds) and towels.

Room rent ranges from $3.00 to $8.00 a month for each occupant, the price depending upon the location of the room. This charge includes light, heat and service.

FREE TUITION

By an act of the General Assembly of 1887, free tuition is given to teachers in the schools of North Carolina and to prospective teachers who are residents of the State. In order to secure free tuition, the student applying for the privilege must sign an agreement to teach in North Carolina for at least two years within a period of three years after leaving the University. This provision for free tuition is administered through the School of Education, and students availing themselves of the opportunity it affords are required to register through this school. This does not mean that all who avail themselves of the free tuition privilege for teachers shall register for the A.B. in Education; but it does mean that each one who takes advantage of this provision will be required to meet the professional requirements which the State now demands of one of his academic standing—that is, two professional courses for one who completes the sophomore year; four for one who completes the junior year; and six for one who completes the senior year. A student applying for the free tuition privilege, therefore, may register for either the A.B. degree in the College of Liberal Arts or for the A.B. in Education.

PURPOSES

The courses in education prepare for teaching and for the executive work of principals and superintendents of schools. A num-

ber of courses are also offered which deal with popular education from the viewpoint of the citizen, whatever his occupation or profession. All courses in education carry college credit for the several degrees and at the same time enable those who successfully complete such courses to secure State certificates to teach or to administer schools, without further examination by the State.

Under the public law of the State all public school teachers, principals, superintendents and supervisors must hold State certificates appropriate to their work. Full information concerning the requirements for the various certificates may be obtained from the Acting Dean; and prospective teachers, principals, superintendents and supervisors should secure this information before registering for courses in the School of Education.

COURSES LEADING TO THE DEGREE OF BACHELOR OF ARTS IN EDUCATION

In order to be recommended for the Degree of Bachelor of Arts in Education, the student must have completed satisfactorily the four-year course outlined below:

Freshman Year

English 1
History 1-2
Mathematics 1-2

Select two:
- Latin 1-2
- Greek 3-4
- German 3-4
- French 3-4
- Spanish 3-4

By postponement of any one of these double courses until Sophomore year, one course in Science (Botany 1, 2; Chemistry 1-2 or Zoology 1, 2) may be taken in the Freshman year. Not more than three courses may be taken in any one term except by special permission.

Sophomore Year

English 3-4

Select one:
- Botany 1, 2
- Chemistry 1-2
- Physics 1, 2
- Zoology 1, 2
- Botany 1 and Zoology 1

Select two:
- Greek 5
- Latin 3
- German 21
- French 5
- Spanish 5

Select two:
- Education 1
- Education 2
- Education 3
- Psychology 1
- Elective, 1 Course

If a course in Science be taken in the Freshman year, the Freshman course then postponed must be taken in place of the course in Science required of Sophomores. Not more than three courses may be taken in any one term except by special permission.

Junior Year

For Junior year students are required to select three courses open to Juniors in the School of Education and six courses open to Juniors in the College of Liberal Arts, according to the regulations governing such selection.

Senior Year

For Senior year students are required to select four courses open to Seniors in the School of Education and five courses open to Seniors in the College of Liberal Arts, according to the regulations governing such selection.

Regulations

Candidates for the Degree of Bachelor of Arts in Education must complete satisfactorily 36 full courses.

The proportion of these courses to be taken each year in the College of Liberal Arts and the proportion to be taken in the School of Education is as follows:

	College of Liberal Arts	*School of Education*
Freshman year	Nine courses	
Sophomore year	Seven courses	Two courses
Junior year	Six courses	Three courses
Senior year	Six courses	Four courses

Courses in the School of Education that are not strictly graduate courses are classified into four groups; one group in the Principles of Education, one group in the Methods of Education, one group in the History of Education, one group in Educational Psychology. The courses included within each group are given below:

Principles: Education 2, 4, 30, 31, 40, 41, 42, 51, 55 and 56.
Methods: Education 3, 5, 6, 52 and 62
History: Education 26 and 29.
Psychology: Education 1, 12, 20, 22, and Psychology 26.

In order to insure a proper distribution of work and concentration of effort candidates for the Degree of Bachelor of Arts in Education are required to select not less than two courses from the group in Principles; not less than two from the group in Methods; at last one from the group in History of Education, and at least one in Psychology. The remaining three courses are to be selected after consultation with the Dean. The prescribed and elective courses in the Freshman and Sophomore years are to be counted in meeting this requirement.

In order to meet the requirement of the State Department of Education all students intending to teach in the high schools of the State, whether candidates for A.B. in Education or not, are required to take Education 51, Education 52, or their equivalent, and two, or four other courses in Education, the total number depending upon the class of certificate for which they wish to apply. All candidates for A.B. in Education are, therefore, required to select Education 51 and Education 52 as two of the required seven courses in Junior and Senior years.

Each student accepting the teacher's fee tuition privilege must complete in the School of Education the number of professional courses required by the State Department of Education for that grade of certificate to which his academic standing would entitle him. The grades of certificates issued and the academic and professional requirements for each are as follows:

Class of Certicate	College Courses	Professional Courses
A	36 (including)	6
B	27 (including)	4
C	18 (including)	2

All courses must be approved by the Acting Dean before they are accepted by the Registrar.

CLASSIFICATION OF COURSES IN EDUCATION, 1922-1923

Sophomore Electives: Education 1, 2, 3.

Junior and Senior Electives: Education 4, 5, 22; Psychology 26; Education 40, 41, 42, 51, and 52.

Courses For Graduates and Advanced Undergraduates: Education 6, 12, 20, 26, 29, 30, 31, 55, 56, 62.

Strickly Graduate Courses: Education 101, 103, 104, 106, 107, 111-112-113, 126, 131, 140.

CONSPECTUS OF COURSES IN EDUCATION, 1922-23

Cat. No. of Course	Title	Credit	Classification	Instructor	When Given
1	Fundamentals in Education.	1	Psychology	Trabue	S
2	Principles of Education	1	Principles	Walker	W
3	Methods in Education	1	Methods	Noble	W
4	Theory and Practice of Education	1	Principles	Noble	F
5	Library Administration	½	Methods	Wilson	W
6	The Rural School Curriculum	1	Methods	Knight	S
12	Experimental Educational Psychology	½ or 1	Psychology	Dashiell	
20	Educational Psychology: General	1	Psychology	Dashiell	S
22	Educational Psychology: ThePsychologyofTraining	1	Psychology	Dashiell	S
26	PublicEducationintheSouth	1	History	Knight	F W S
Psyc.26	Genetic Psychology: Child Psychology	1	Psychology	Allport	F
29	American Public Education	1	History	Noble	S
30	Rural Education	1	Principles	Knight	F
31	Rural School Organization and Administration	1	Principles	Knight	W
40	State Educational Organization	1	Principles	Trabue	F
41	City School Administration	1	Principles	Trabue	W
42	County School Organiza- and Administration	1	Principles	Trabue	S
51	Principles o f Secondary Education	1	Principles,	Walker	F W
52	Introduction to High School High School Teaching	1	Methods	Walker	S
55	Social Policy and Education.	1	Principles	Walker	F
56	Supervision and Measurement in Secondary Education	1	Principles	Trabue	W
62	Supervision and Measurement in Elementary Education	1	Principles	Trabue	F
101	Problems in Secondary Education	1	Graduate	Walker	F-W-S
103	Problems in Educational Administration	1	Graduate	Trabue	F-W-S
104	Problems in Educational Measurements	1	Graduate	Trabue	F-W-S
106	Public School Education in the South	1	Graduate	Knight	S
107	The Psychology of Training	1	Graduate	Dashiell	S
111, 112, 113	Experimental Educational Psychology	½ to 3	Graduate	Dashiell	F-W-S
126	Foundations of Education in the South	1	Graduate	Knight	F
131	Rural School Organization, Administration and Supervision	1	Graduate	Knight	W
140	Seminar in Education		Thesis Course	Profs. in School of Education.	F-W-S

COURSES

1. FUNDAMENTALS IN EDUCATION.

PROFESSOR TRABUE. Credit, 1 course.
Sophomore course *Five hours a week.*
Spring Quarter.

Education is viewed in this course as a series of changes in individual pupils. The elementary principles of educational psychology will be illustrated and studied briefly through assigned readings, experiments and discussions.

2. PRINCIPLES OF EDUCATION.

PROFESSOR WALKER. Credit, 1 course.
Sophomore course. *Five hours a week.*
Winter Quarter.

This course is introduced to give the student a general introduction to the field of education. It has two main objectives: first, to give information about the school as an institution in modern society; second, to indicate concretely some of the problems of the school and to acquaint the student with the modern scientific approach to such problems. It is designed for any student whether he intends to be a teacher or not. Lectures, readings, discussions, and reports.

3. METHODS IN EDUCATION.

PROFESSOR NOBLE. Credit, 1 course.
Five hours a week.
Winter Quarter.

A study of the methods employed in elementary and secondary Schools. Required of Sophomores in the School of Education, and open to Juniors and Seniors in the College of Liberal Arts who purpose teaching.

4. THEORY AND PRACTICE OF EDUCATION.

PROFESSOR NOBLE. Credit, 1 course.
Junior and Senior elective. *Five hours a week.*
Fall Quarter.

A study of theory and practice of modern education from the viewpoint of both the teacher and the citizen; the selection of the material of instruction; the development and arrangement of the curriculum for the grammar and high school. Lectures, textbooks, and assigned readings.

5. LIBRARY ADMINISTRATION: THE USE OF BOOKS.

PROFESSOR L. R. WILSON. Credit, ½ course.
Junior and Senior elective. *Three hours a week.*
Winter Quarter.

Instruction is given as to the kind of information specific reference books, dictionaries and encyclopedias contain. Special emphasis is laid on methods of finding material for use in the preparation of themes, essays, debates, orations and of assisting others in finding material in school or public libraries for school use. Practice at the reference of the University Library and the preparation of an extensive list of readings on some subject to be assigned will be required. Lectures, assigned readings, text-books.

6. THE RURAL SCHOOL CURRICULUM.

PROFESSOR KNIGHT. Credit, 1 course.
Five hours a week.
Spring Quarter.

A brief study of the accepted principles of curriculum-making and of their applicability to the rural school. Attention is given to the basis of selection and organization of the course of study for the rural school; text-books; the relative claims of the traditional subjects and of the modern and special subjects; the administration of the course of study in the small and in the consolidated school; daily programs and schedules. Lectures, readings, special studies and reports.

12. EXPERIMENTAL EDUCATIONAL PSYCHOLOGY.

PROFESSOR DASHIELL. Credit, ½ or 1 course.
Senior elective. *Three or five hours a week.*
Prerequisite, Psychology 1-2 or equivalent. *Laboratory fee,* $2.00.

An introduction to the methods of experimental pedagogy. A few central problems of education will be isolated for careful scientific treatment. Laboratory work.

20. EDUCATIONAL PSYCHOLOGY.

PROFESSOR DASHIELL. Credit, 1 course.
Prerequisite, Psychology 1-2 or equivalent. *Five hours a week.*
Spring Quarter.

To consider critically different topics, such as original nature of man, heredity versus environment, kinds of learning and factors influencing learning, individual differences, mental hygiene, mental measurement. Texts and lectures.

22. EDUCATIONAL PSYCHOLOGY: THE PSYCHOLOGY OF TRAINING.

Professor Dashiell. Credit, 1 course.
Prerequisite, Psychology 1-2. *Five hours a week.*
Spring Quarter.

An analysis of human training; its nature, means, and possibilities. A reading survey will be made of the outstanding experimental work on these lines. The aim will be to get an accurate and scientific notion of the subject, with possibilities of application to various fields of applied psychology, including education and industry.

26. PUBLIC SCHOOL EDUCATION IN THE SOUTH.

Professor Knight. Credit, 1 course.
Five hours a week.
Fall, Winter, or Spring Quarter.

This course gives a historical survey of public school education in Southern States with especial attention to its development in organization, administration, and supervision since 1876. Present-day questions in rural education are studied in the light of their historical development, and attention is given to the educational reorganizations needed for the proper solution of the new rural life problems. Text-books, lectures, investigations and reports.

Psych. 26. GENETIC PSYCHOLOGY: CHILD PSYCHOLOGY.

Professor Allport. Credit, 1 course.
Prerequisite, Psychology 1-2. *Five hours a week.*
Fall Quarter.

Development of mind in the child. Original motor and mental tendencies and their organization through development and training. Special attention to the development of instincts into conscious interests, and to the maturing of intellectual powers. Methods of measuring intelligence will be studied. Texts, lectures and experiments or observations.

29. AMERICAN PUBLIC EDUCATION.

Professor Noble. Credit, 1 course.
Five hours a week.
Spring Quarter.

A study of the growth of popular education in the United States, of the creation of public sentiment in favor of the education of all the people at public expense and of the gradual realization by the state of the obligation to educate its citizens and how the obligation has been met.

30. RURAL EDUCATION.

PROFESSOR KNIGHT. Credit, 1 course.
Five hours a week.
Fall Quarter.

A course intended for those students who wish an introduction to the general field of rural education. Among the topics treated are: Present conditions in rural education in the United States, with especial emphasis on conditions in the South; recent development in and the present status of rural, educational organiztion and administration; the increasing demand for professional direction and supervision; the rural school curriculum; agencies for training teachers for the rural school; rural educational extension work; the wider community use of the rural school. Textbooks, lectures, readings and reports.

31. RURAL SCHOOL ORGANIZATION AND ADMINISTRATION.

PROFESSOR KNIGHT. Credit, 1 course.
Five hours a week.
Winter Quarter.

A course planned to meet the needs of students preparing to become rural school teachers, principals, supervisors, and superintendents. It gives consideration to the organization, administration, and supervision of rural school education in the United States, with especial emphasis on the present condition in the South. The county as the unit of administration and support federal aid and a national program for rural educational work, the application of the principles, agencies, and methods of supervision to the rural school will be studied. Text-books, lectures, special investigations and reports.

40. STATE EDUCATIONAL ORGANIZATION.

PROFESSOR TRABUE. Credit, 1 course.
Junior and Senior elective. *Five hours a week.*
Fall Quarter.

A study will be made of the general principles of educational organization, especially as they apply to the state and nation. The course is intended to introduce teachers to the larger problems of the organizations in which they work.

41. CITY SCHOOL ADMINISTRATION.

PROFESSOR TRABUE. Credit, 1 course.
Junior and Senior elective. *Five hours a week.*
Winter Quarter.

The city as a unit of educational organization and administration operates under the direction of the state. Special attention

will be given to the small city and its educational problems. Course 40 is a prerequisite for this course.

42. COUNTY SCHOOL ORGANIZATION AND ADMINISTRATION.

Professor Trabue. Credit, 1 course.
Junior and Senior elective. *Five hours a week.*
Spring Quarter.

This course will apply the general principles of school organization to the educational problems of the county. Published surveys of selected counties will be studied in this connection. Prerequisite: Education 40.

51. PRINCIPLES OF SECONDARY EDUCATION.

Professor Walker. Credit, 1 course.
Required for Juniors in School of Education. *Five hours a week.*
Fall or Winter Quarter.
Junior and Senior elective.

A study of the American high school, its evolution, organization, administration, function, and problems. Special emphasis will be laid on the public high school in North Carolina. This course is designed especially to meet the needs of those students who are looking toward principalships in small high schools. Text-books, lectures, assigned readings.

Students who intend to make application for the High School Principal's certificate are required to complete satisfactorily Eduration 51, 52, and at least two or four other courses, the number depending upon the class of certificate for which the applicant intends to apply. *The Principles of Secondary Education* by Inglis will be used as the basis of this course.

52. GENERAL METHODS IN SECONDARY EDUCATION.

Professor Walker. Credit, 1 course.
Required of Juniors in the School of Education. *Five hours a week.*
Spring Quarter.
Junior and Senior elective.

The course deals with a general survey of the nature of the secondary school pupil and of the nature of the subject matter taught in secondary schools; a study of the laws of learning which underlie and determine the conduct of the recitation and the management of the class; tests, examinations, and scales are also taken up and discussed in some detail.

55. SOCIAL POLICY AND EDUCATION.

PROFESSOR WALKER. Credit, 1 course.
Senior or Graduate *Five hours a week.*
Fall Quarter.

Fundamental problems in the social and ethical theory of education. Lectures, prescribed readings, essays, and reports. Open to seniors and graduate students only.

This course deals with problems of social progress from the standpoint of education, attempts to define a social policy for education, and discusses the vital educational issues involved in that policy.

56. SUPERVISION AND MEASUREMENTS IN SECONDARY EDUCATION.

PROFESSOR TRABUE. Credit, 1 course.
Senior or Graduate *Five hours a week.*
Winter Quarter.

Standard tests for measuring the results of secondary school instruction will be examined and discussed. An effort will be made to give students some familiarity with the methods and scales.

62. SUPERVISION AND MEASUREMENT IN ELEMENTARY EDUCATION.

PROFESSOR TRABUE. Credit, 1 course.
Senior or Graduate *Five hours a week.*
Fall Quarter.

Methods of measuring and improving the results of instruction in the elementary school. As much use as possible will be made of actual measured results.

101. PROBLEMS IN SECONDARY EDUCATION.

PROFESSOR WALKER. Credit, 1 course.
Graduate. *Two hours a week.*
Fall, Winter and Spring Quarters.

This course is intended for advanced students and is primarily a course in investigation. To be admitted to it, a student must have pursued other courses in secondary education. Students who have not taken Education 51 may be admitted only with the special permission of the instructor. At the beginning of the course each student is required to select some one problem for special investigation. The problem for investigation may be chosen by the student but must be subject to the approval of the

instructor both as to field and method. A thesis will be required of each student. Throughout the year regular class discussions will be held on various problems in secondary education and assigned readings will be required.

103. PROBLEMS IN EDUCATIONAL ADMINISTRATION.

Professor Trabue. Credit, 1 course.
Graduate. *Two hours a week.*
Fall, Winter and Spring.

A graduate course offering opportunity for intensive study and research on selected problems in the field of educational administration. The problems will be selected by the class each year, making it possible for the student to take this course more than once. Prerequisites: Education 40 and 41, or their equivalent.

104. PROBLEMS IN EDUCATIONAL MEASUREMENTS.

Professor Trabue. Credit, 1 course.
Graduate *Two hours a week.*
Fall, Winter and Spring.

Students who wish to specialize in educational measurements may take this course more than once if desired, for the problems considered will differ from year to year. Prerequisite: Education 62 or 56.

106. PUBLIC EDUCATION IN THE SOUTH.

Professor Knight. Credit, 1 course.
Graduate *One hour a week.*
Fall, Winter and Spring Quarters.

This is a research course in public school education in the Southern States. An exhaustive study will be made of special topics through investigations, reports and conferences.

107. THE PSYCHOLOGY OF TRAINING.

Professor Dashiell. Credit, ½ Course.
Graduate *Three hours a week.*
Spring Quarter.

An analysis of human training; its nature, means and possibilities. A reading survey will be made of the outstanding experimental work on these lines. The aim will be to get an accurate and scientific notion of the subject, with possibilities of application to education.

111-112-113. EXPERIMENTAL EDUCATIONAL PSYCHOLOGY.

Professor Dashiell. Credit, ½ to 3 courses.
Graduate. *Fall, Winter and Spring Quarters*
Laboratory fee $2.00.

Opportunity will be offered for the experimental investigation of special problems along the line of the individual student's interests. Where necssary, adjustment of the work to the needs of graduate students lacking laboratory training in this field can be made.

126. FOUNDATIONS OF EDUCATION IN THE SOUTH.

Professor Knight. Credit, 1 course.
Graduate. *Five hours a week.*
Fall Quarter.

In this course the various educational agencies will be studied by texts, lectures special investigations and research, reports and discussions, for the purpose of presenting (a) the development of present educational practices, tasks and tendencies and (b) the influence of the dominating economic, political and social ideals in the evolution of the free common school system, high schools, and institutions of higher education.

131. RURAL SCHOOL ORGANIZATION, ADMINISTRATION AND SUPERVISION.

Professor Knight. Credit, 1 course.
Graduate. *Five hours a week.*
Winter Quarter.

This is an administrative and professional course and is intended for those persons who are preparing for county superintendencies and rural school supervisory positions. It is both a descriptive and research course in rural life conditions in the South and especially in North Carolina, and consists of lectures, discussions, readings, and individual projects in field work and investigation.

140. SEMINAR IN EDUCATION.

Professors in The School of Education. Thesis Course.
Two hours a week.

This is a course of strictly graduate grade in which there will be taken up such work as is necessary for each student in connection with the writing of his degree thesis. It is intended for those students whose graduate major is in Education, but students whose thesis topics are closely related to Education are invited to attend and to take part in the discussions. The class will meet for two hours each week through the year.

CORRESPONDENCE COURSES IN EDUCATION

For the year 1922-23 the School of Education is offering through the University Extension Division the correspondence courses outlined below. Full particulars regarding correspondence instruction may be had by addressing the Extension Division and asking for its literature on this subject.

c 2. PRINCIPLES OF SECONDARY EDUCATION.

Professor Walker. Credit, ½ course.
Junior and Senior elective. *Fee*, $6.50.
20 assignments.

A study of the history, function, organization, management, program of studies, and internal equipment of the high school. Textbook, parallel reading, reports. This course parallels Education 51 in the University catalogue.

c 3. HIGH SCHOOL METHODS.

Professor Knight. Credit, ½ course.
Junior and Senior elective. *Fee*, $6.50
10 assignments.

The course discusses the general principles of psychology and pedagogy which underlie the methods of teaching in the high school. Both pupils and subject matter are considered as factors in the development of self-directing and self-controlling individuals. This course parallels Education 52 in the University catalogue.

c 4. EDUCATIONAL PSYCHOLOGY.

Professor Dashiell. Credit, 1 course.
Sophomore, Junior and Senior elective. *Fee*, $12.00.
20 assignments.

The central topic to be the psychology of learning or improvement, especially in children. The basis of learning, the different sorts of learning, and the various factors that condition it, are major problems of the course. Assigned readings, problem-questions, and experiments to be conducted by the student on children or others, are the methods used. Some previous knowledge of elementary principles of psychology is recommended but not required.

c 26. PUBLIC SCHOOL EDUCATION IN THE SOUTH.

PROFESSOR KNIGHT. Credit, 1 course.
Fee, $12.00.
25 assignments.

This course gives a historical survey of public school education in Southern States with especial attention to its development in organization, administration, and supervision since 1876. Present-day questions in rural education are studied in the light of their historical development, and attention is given to the educational reorganizations needed for the proper solution of the new rural life problems. This course parallels Education 26 in the general catalogue.

c 31. RURAL EDUCATION.

PROFESSOR KNIGHT. Credit, 1 course.
Fee, $12.00.
27 assignments.

This course is planned for teachers and prospective teachers and principals of rural or village schools, county superintendents, and supervisors. Consideration is given to the principal problems of rural education in the United States with special emphasis on conditions in North Carolina. Attention is given to importance and conditions of the rural school, and to plans for improving rural education. The curriculum, problems of support, administration, health, recreation, the county unit plan, consolidation and transportation will be studied. This course parallels Education 31 in the general catalogue.

c 62b. EDUCATIONAL MEASUREMENTS (*Elementary Course*).

PROFESSOR TRABUE. Credit, ½ course.
Senior elective. *Fee*, $6.50
16 assignments.

This is the second half of the course listed as Education 62 for students in residence. It consists of the practical application of the principles discussed in the first half, which the student may have taken either in the regular year or in summer session (Education s 62a). The work will include (1) the actual giving of certain specified tests to a group of at least 35 pupils in a classroom, and (2) the interpretation and use of the resulting scores in the improvement of instruction in the classroom studied. Test blanks and supplies for this work may be purchased directly from the publishers or they will be supplied at cost by the Extension Division.

MISCELLANEOUS ACTIVITIES

In addition to their classroom teaching, the professors in the School of Education are called upon to engage in many other activities of an educational sort. These activities may be summarized under the following heads:

Correspondence Courses. Correspondence courses in education are offered through the Extension Division. Six such courses are offered.

Teachers' Bureau. The School of Education conducts a teachers' bureau which is at the service of teachers and school officials without any cost to them whatsoever. The annual registration of teachers runs from 300 to 500, most of whom register with it in the Summer School.

The High School Journal. The *High School Journal* is published eight times a year by the School of Education. All the professors in the school contribute to its columns, as do other members of the University faculty.

Orange County Schools. The School of Education cooperates with the Orange county school officials in the administration and supervision of the public schools of the county. This phase of our work is conducted by Dr. E. W. Knight, who meets regularly with the county board of education to give such expert advice and assistance as the board may need or desire. Dr. Knight also serves without pay as Assistant County Superintendent of Schools.

Supervision and Inspection of High Schools. The School of Education is cooperating with the State Department of Education in the supervision and inspection of high schools. The members of our staff will this year visit and inspect the high schools of eleven counties.

A Documentary History of Education in Preparation. Professor M. C. S. Noble is preparing for the North Carolina Historical Commission a documentary history of Education in North Carolina since 1840.

General Correspondence. The members of the School of Education, by virtue of their close contact with the schools of the State, their wide acquaintance with school officials, and their practical and theoretical knowledge of the State's school problems, are obliged to carry on constantly a rather considerable correspondence. Every year they are called upon by school officials and teachers to answer hundreds of letters of inquiry relating to every conceivable phase of educational administration and school procedure.

Lectures and Addresses. For the reasons cited in the preceding paragraph, many more calls for lectures and addresses come to the individual members of the staff than they can possibly accept.

Educational Surveys. The School of Education is prepared to conduct educational surveys for the counties and cities of the State. It has always conducted several such surveys at the request of county and city school officials. Correspondence concerning this phrase of the School's extension activities is invited.

THE MURPHEY CLUB

The Murphey Club is an informal organization of the students and faculty of the School of Education for the study of current educational problems. The Club holds monthly meetings throughout the college year.